

White rats invade the Clarke campus



Junior Connie Magnuson observes baby rats as part of the Advanced Nutrition class experiments.

photo by teresa mori

By Dorothy Heckinger
Staff Writer

Do you think you "smell a rat" on second floor CBH? If so, then your proboscis isn't deceiving you. Several classes have been devoting their time to either inducing malnutrition, conditioning behavior or drugging rats for the past few weeks.

Members of the advanced nutrition class of the Foods Nutrition department are performing biological assays with rats. Each student is given six albino rats. Two are designated as the control group and the remaining rats are put on adjusted diets, in pairs. Each student is working with a different nutrient and observing the effects of the altered nutrition on the growth of the young rats.

"The control rats are growing faster than those on the other diets," reports Connie Magnuson, a member of the class.

The nutrients chosen by the class include Vitamin D, Vitamin E, choline, zinc, Vitamin A, iron, and folic acid. One student, Gina Reis, is observing the internal effects of alcohol consumption on a rat.

"They should have fatty livers and it will affect their brain," predicts Gina.

This type of project is a means for students to gain confidence working with animals on an experimental basis and to learn animal testing techniques.

The psychology department rats are picking up an education during their stay at Clarke.

The students in the Psychology of Learning class are applying the principles they have learned in

order to teach the rats various behaviors. These principles include reinforcement and the concept of shaping. The rats are being trained in Skinner boxes to press a bar. They are then rewarded with water. They are otherwise slightly deprived of water in order to make the reward meaningful.

Dr. Henry Goldstein, chairperson of the psychology department, said, "The series (of experiments) is designed to show that the systematic use of basic principles of behavior can be used to shape and control the behavior of another organism."

Later the students will train the rats to display discriminatory behavior by teaching them to press the bar in a Skinner box only when a light is on. The experimenters will see the effects of intermittent reinforcement and they will work on "chaining"—stringing responses to obtain more complex behaviors. Goldstein says the most difficult part of the undertaking is teaching the rats to press the bar in the first place.

Earlene Erbe, a senior chemistry major, is working with rats but, unlike the other students, hers are dead. For her senior project she is working with three groups of twelve rats. She designated one as the control group, castrated another group and injected the third with Flutamide, a drug.

"The effect of the drug on the prostate gland should be similar to castration," Earlene predicts.

This fascination with rats—is it a new trend? Could Clarke look like a scene from "Willard" if the rats were accidentally released? Probably not, but as one junior said, "It's a good way to actually see what we've been reading in the textbooks all along."

the C_WOURIER

Vol. XLIX, No. 8 CLARKE COLLEGE, Dubuque, Iowa

October 31, 1975

ISLI members meet

By Fran O'Brien
Staff Writer

Two ISLI (International Student Leadership Institute) Workshops will be held this weekend, Oct. 31 through Nov. 2, at Clarke for high school students. Conducted by the ISLI Chapter at Clarke, the workshops feature laboratory learning directed toward leadership.

The first workshop will begin Friday, Oct. 31, and will run until Sunday afternoon. This leadership training session is open to high school junior and senior girls in the tri-state area.

On Saturday, Nov. 1, a shorter workshop will be conducted by another group of ISLI members

at Clarke for high school groups of Northeast Iowa. The session is directed toward assisting these high school leaders in their leadership roles.

In its third year of operation the Clarke chapter has grown to include 24 members from the four classes. Leading the weekend workshops are co-chairpersons Colleen Kehoe and Dianne Marzen, Faculty advisor is Sister Therese Mackin.

ISLI is directed toward the development of leaders and membership roles in small task-oriented groups. Through laboratory learning methods the participants come to know various leadership styles, positive communication and decision-making processes.



photo by teresa mori

Smiling faces indicate the juniors' happiness in winning the football play-offs. The champions are, left to right, (front row): Carol Denner, Kate Mitchell, Carol Boyle, (second row): Diane Marzen, Chris Hannibal, Deb Moser and (back row): Jean Curtis, Mary Beth Ryan, Lynn Meyertholen, Diane McCullough, Aljeanne Simpson and Mary McAllister.

Hunt is haunted

By Kim Esser
Staff Writer

The howling wind is whining through the skeletal branches of the oak trees. With their moaning sounds, they reach their clutching branches toward the old dorm, Mary Fran. As I walk up the stairs with my task in mind, I notice the absence of girls' voices and marvel at the gravestone stillness of the dark night. Thinking of how I hate scavenger hunts, I drag myself up four flights of stairs. Why was I picked the lucky victim to find a set of bed sheets in this deserted and desolate wing? Deserted, ha! Every door I open only leads me to a room void of any kind of necessities, least of all bed sheets.

Suddenly my shuffling from room to room is interrupted by a flash of white light followed by an ear-splitting crash of thunder. My surroundings are taking on new dimensions before my frightened eyes. The air seems cooler and the empty halls more shadow-filled. The gloomy atmosphere seems to create stirrings within my mind of suicides and blood.

Swiftly it dawns upon me—this is the haunted Red Wing! Could this be the room where 'it' happened twice? My memory recalled the two fatal incidents of suicides, thirty-five years apart to the day. Should I open

the door? My terror-stricken mind says 'No!' I don't want to discover if the floor of the room is red, too. The red paint, rumor has it, is to cover the blood stains belonging to girls on some tragic night.

Just as my trembling fingers touch the knob, the door flies open and bangs against the wall.

My widening eyes take in the scene set before me. Curtains billowing in the wind from the mysteriously open window, sheets strewn across the bed and personal articles lying around the room. It looks as if someone has been living here, but the musty smell of the room indicates otherwise. Then I see it. With a shriek of terror, I command my limbs to move and run wildly through the hall, down the stairs and out of the dorm.

Gasping for breath, I turn around and gaze up to the building; my eyes are hypnotically drawn to where the Red Wing is and focus upon the window of that room. By now my excitement has subsided until I see something waver across the face of the window. I wonder if my imagination is creating these horrible allusions. Was that really the suicidal rope dangling from the ceiling of the room?

I draw myself closer within my sweater as the lamenting wind begins its cry....

around the dubuque colleges

Performances for the Clarke production "Glass Menagerie" will be Oct. 31 and Nov. 1, 2 and 3, at 8 p.m. in the Arena theater. Admission is free to Clarke students with an ID. Other admission fees are: regular, \$2.50; student, \$1.50.

Clarke has been chosen a Bicentennial Campus by the American Revolution Bicentennial Administration in Washington, D.C. The only four-year college for women in Iowa and located in a bicentennial city, Clarke is now recognized as joining a distinguished list of educational institutions throughout the country who are making plans for celebrations of our 200th birthday.

To attain such recognition, a college must prove enthusiasm in the bicentennial and supply a list of activities under the headings of Horizons '76, Festival USA and Heritage '76 which are planned as part of its bicentennial celebration.

The flag and certificate signifying this recognition will be presented sometime in November, according to Sister Carolyn Farrell, BVM, chairperson of the Bicentennial Committee.

The Clarke Cultural Events Committee is planning four bus trips to Hansen Auditorium in Iowa City for special events: Nov. 16—Chinese Acrobats of Taiwan, Jan. 27—Jeffrey Ballet, Feb. 9—Julliard String Quartet, and May 1—Beverly Sills. The Committee will buy a block of tickets to be sold on a first come, first serve basis to Clarke students and faculty. Tickets will go on sale in the Dean's office about three weeks prior to each event. Watch the bulletin board for details.

"The Grapes of Wrath," will be shown on Sunday, Nov. 9, at 7 p.m. in ALH. It is part of the monthly film series sponsored by the English department and the Cultural Events Committee.

The Loras Players will present "Once Upon a Mattress" on Oct. 31 and Nov. 1 and 2 at 8 p.m. in St. Joseph's Auditorium. Admission prices are: \$3.50, general admission; \$2.00, non-Loras students.

Communal penance will be held Monday, Nov. 3, at 7 p.m. in Sacred Heart Chapel.

The Loras College Division of Community Education will sponsor a Management Development Seminar each Tuesday and Thursday at 7:00 p.m., from Oct. 28 to Nov. 20, 1975.

The sessions will be held between 7:00 and 9:30 p.m. in the Hoffmann Auditorium of the St. Joseph Hall of Science and will conclude the series of fall offerings by the Division of Community Education at Loras College.

The eight session seminar will explore many facets of management: management in perspective, communication, systems, statistical methods, performance measurement, data processing, decision making problem solving and preparing for the future.

Lester Digman, Ralph Harris, John McAreary, William Shallman and M. Z. Thompson will serve as instructors for the seminar.

Symposium concerns genetic technology

Clarke's symposium on "The Human Application of the New Genetics" began on Tuesday evening, October 2. It continued throughout the following day with a series of speeches, panel discussions, and questions from the audience.

The Central Committee for the arrangement of the symposium included Sister Marguerite Neumann, Rev. Dennis Zusy, Linda Hansen, Sister Dorothy Hollahan, and Teri Hawks. A Colloquium Committee planned films and programs to prepare the Clarke community for the symposium.

Approximately 1000 people attended the symposium throughout its various sessions. It was funded by the Clarke Cultural Events Committee, the Clarke Student Association, and anonymous donors.

The future is priority-related

By Mary Brady
Staff Writer

Genetics, Reproductive Biology, and Bioethics were the topics discussed by Leroy Walters, Ph.D. at the Clarke Symposium on "The Tricentennial People: The Human Applications of the New Genetics." Dr. Walters is the director of the Center for Bioethics at Georgetown University in Washington, D.C.

Walters began his presentation with an excerpt from a futuristic novel *Brave New World*, written in 1932 by Aldous Huxley. The story told of students touring the department of Hatcheries and Conditioning. The students receive a lecture on test tube fertilization and witness the process. Walters commented on the reality of the story and compared it to an experiment done in 1973 by British scientists that failed 8 days after the embryo had been implanted in the mother's uterus.

There has been a great deal of controversy on reproductive technologies and mostly focused on testtube fertilization. There are two stands which can be taken. The first is that artificial reproduction will reduce an overwhelming amount of genetic defects and the second position, that artificial reproduction is just a step towards hatcheries and the laboratory control of human reproduction.

Walters believes that there is a middle way between the two positions. It is only a natural desire for married couples to want to have children of their own, but what if they cannot, for some biological reason. The physician would be acting as an early midwife helping the couple with the beginning of the pregnancy rather than with the delivery of a fully developed fetus.

Walters also believes that human life begins at fertilization and therefore the developing embryo deserves to be protected. He says that new reproductive technologies should not be feared and that many of these technologies may be of great long term benefit to the human race. "These new technologies should be developed and employed to alleviate human need," he said. The danger that is involved is not in the technologies themselves but in the social and political uses to which they may be involved.

During the second half of Walters' presentation, he discussed two genetic techniques which are used now. The first is postnatal genetic testing which involves the



Symposium speakers, Sister Marguerite Neumann and Dr. Giroux are shown in a moment of concentration during a break in the genetics symposium.

analysis of blood, urine or tissue samples. With postnatal testing diseases and certain defects can be detected. Phenylketonuria (metabolic defects in infants), Tay-Sachs disease and sickle-cell anemia are just some of the diseases that can be detected. Postnatal testing also screens for carriers of certain diseases, and defects.

There is one objection to such processes and that is, it would violate "a right to privacy." It has also been said that "we have a right not to know." This leaves us with the question "Which is more important, the alleged privacy or the good of the couple as well as of their progeny and society?"

The other type of genetic testing is prenatal diagnosis, amniocentesis. Amniocentesis is used right now to diagnose fetal chromosome abnormalities and approximately 50 different types of fetal genetic disorders. There are two processes: the use of a fetoscope which visualizes the fetus in utero and the examination of fetal blood samples from the placenta.

There are no mandatory programs for prenatal and postnatal diagnosis but women enter into genetic counseling on a voluntary basis and receive amniocentesis at their own request. Walters mentioned that "compulsory screening programs will be fought by many because they will appeal to the constitutional rights of privacy and will assert that it implies a right to marry and procreate and a right to exercise control over one's own body."

Walters ended his presentation by stating "the need of the hour is for the largest possible group of informed citizens who will be alert to new technological possibilities and who will in a rational, balanced way seek to assess the potential social impact of those possibilities. And only by setting our social priorities properly will we be able to hand on a worthy heritage to the Tricentennial People."

COURIER
CAUCUS

Successful event calls for thanks

To the Editor:

There is no better time than the night of the Great Pumpkin to quote one of the world's greatest philosophers, Charlie Brown: "You can only do as much as your friends help you do!"

After many weeks of planning and doing, the symposium days came and went. The success of the event in which we all rejoice, was due to the gelling of many unpredictable variables. The speakers enjoyed a distinctive rapport with each other, the topic was not only timely but meaningful to many in the audience, the weather was just the right temperature, the microphones worked, tempers were unfrayed. For that we are grateful.

What was predictable and on which the symposium committee put their trust, was the cooperation, enthusiasm, and active response of the faculty, administration, staff,

and students of the Clarke community. It would be difficult to name each person whose participation in the workings of the symposium made it a success. I would be afraid to miss someone in a key position. From the central "think tank" committee through the fourteen working committees of faculty and students, responsibilities were shared so totally that the chairperson could have left campus Tuesday a.m. and the symposium would have been unchanged.

I wish to express my deep personal appreciation to each member of the Clarke community who helped in so many ways to make the event outstanding. My hope is that the intellectual atmosphere engendered during the pre-symposium colloquia and the symposium itself will whet appetites for more of same.

Gene-ally yours,
Sister Marguerite Neumann
Chairperson, Symposium Committee

Editorial

Future man: Our creation?

By Elaine Konz
Staff Writer

If we could design man, what would be the "Ideal" man? This question was posed at the introduction of the genetic symposium and yet, after two days of discussion, was left unanswered.

Do we as human beings, lower than God Himself, have the right to "invent" the perfect man? What would be the elements that he would be genetically made of? Where would we start?

Who is the normal model? Probably we should evaluate what is normal. Is the normal person free of genetic defects? If this is the case, the world is without normal people as each individual has five to ten defective genes. Or is the normal person the one whose defective genes have little hindrance on a "normal" life? Is it better to have all people who are "normal" or to allow people with genetic defects to live also?

What becomes of these people with genetic defects? Amniocentesis is a practice used to spot abnormal chromosome defects. Genetic counseling could then be used to help the parents learn how to take care of defective children. Isn't this approach wiser than condemning a child to abortion because of defects, over which the child had no control?

But then, would abortion be considered a bane? Cases have arisen where a child must be aborted for health reasons concerning the mother. Another incident is a disease in which the child will inflict serious injury on himself. Wouldn't these be considered a boon?

Is some life better not lived? Should we use test-tube fertilization to get rid of overloaded genetic defects? But then test-tube fertilization has its positive aspects. It allows sex cells to be united outside of a woman's body which otherwise couldn't be done under some circumstances. This new technology can aid childless parents but could harm the society if used to create the perfect child.

Should we control the spread of dilatory genes just as we control the spread of infectious diseases? But is eliminating a person the only means to control the spread of such genes? If abnormal chromosomes are hereditary, do the relatives who are in risk have a right to know?

It was stated that new gene mutations arise every generation. Do we know enough about the function of genes to dabble in them so we have lower genetic loads? It seems we know a lot about what goes wrong, but why is yet unknown.

Are genetists seeking perfection? Do we want to limit the family size so as to decrease mutation? Should we let nature take its

course and meet the needs of the family? Will we allow some genetic defects or ban all? Will we allow all lives to live, for it is still a life...a living human being? Will test-tube fertilization be used so as to "plant perfect babies"? Is no life better than damaged life? Will uniformity lead to deterioration? Are we playing God or are we allowing technology to make its advance for a better society?

"We live not in an age of science, but in an age of technology," said Rev. Albert Moraczewski. "We wish to control nature. Yet we stand on the edge, the precipice not of controlling nature, but of controlling man himself."

What steps will be taken? Are we as humans going to allow man to be controlled? This is our future and we are responsible for it.

COURIER
vol. XLIX october 31, 1975 No. 5

Second class postage paid at Dubuque, Iowa 52001. \$2.00 per year. Published bi-weekly during the college year except during Thanksgiving, Christmas and Easter vacations, and examination periods by the students of Clarke College.

Catholic School Press Association
Newspaper of Distinction

editor: Anne Ely
news editor: Mary Brady
editorial editor: Fran O'Brien
feature editors: Cindy Dalsing, Dorothy Heckinger
sports editor: Sally Czechanski
photography editor: Mary Beth Ryan
reporters: Eileen Enzler, Kym Esser, Carol Frahm,
Mary Handzik, Kathie Joyn, Elaine Konz
photographers: Nancy Bares, Teresa Mori

Statement of ownership, management and circulation as stated Oct. 31, 1975, under direction of the U.S. Postal Service.

Title of publication: The Courier, published bi-weekly during the college year except during Thanksgiving, Christmas, and Easter vacations, and examination periods by the students of Clarke College, Dubuque, Iowa 52001. Editors: Eileen Enzler and Anne Ely. The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes have not changed during the last 12 months. No press run in 1973: 1,500; in 1974: 1,300. No paid circulation. Mail subscriptions in 1973: 232; in 1974: 232. Free distribution by mail, carrier or other means in 1973: 1,500; in 1974: 1,300. Total distribution in 1973: 1,500; in 1974: 1,300. Signed, Eileen Enzler, Anne Ely, editors

Is genetic...
By Carol J. Frahm
Staff Writer

What is it, who does it and what...
These are the prime questions dealt...
Dr. Robert Murray in his pres...
the "Tricentennial People" symposi...
Dr. Murray, currently director...
Medical Genetics Unit of the...
University School of Human Geneti...
genetic counseling is a commu...
American Society of Human Geneti...
"Genetic counseling is the process...
process which deals with the occur...
associated with the occurrence of...
disorder in a family. This process...
attempt to help the individual or fa...
person to help the medical facts; a...
comprehend the medical facts; a...
the way heredity contributes to the...
alternatives for dealing with the...
choose the course of action which...
appropriate and to act in accordanc...
decision; and 5) to make the bes...
adjustment to the disorder...and o...
recurrence of that disorder."
One distinct aspect of genetic c...
Dr. Murray noted, is the efforts m...
counselor not to offer advice in...
formation, unlike the M.D. in h...
medical advisor.
Parents of a child with bir...
genetic or other, couples nearing...
their reproductive years, and...
screened, where one or both carrier...
gene are those cited as most of...
counseling.
He noted, "They learn things tha...
a drastic, sometimes devastating...
the course of their lives. Humane...
requires the counselor to be sup...
only medically but also...
therapeutically."
Dr. Murray indicated that al...

Lawyer-

By Cindy Dalsing
Staff Writer

In this advanced technology...
which we have been plunged it is...
consider the social, ethical a...
issues with which we are faced...
our vast explosion of knowled...
achieving better perspectives w...
to come closer to rational choi...
ourselves and our society. Dr. M...
director of the Medical Geneti...
University of Texas at Houst...
these various issues in the third...
symposium, entitled "Genetics a...

Genetic diseases are more in th...
public now than ever before. Dr...
as the infectious diseases b...
controlled and less of a proble...
separate genetic deficiencies an...
and an average of 100 new or...
discovered each year. These...
divided into three groups: p...
defects, chromosomal defe...
polygenic defects. Dr. Shaw...
polygenic defects, those car...
genetic and environmental con...

These diseases have a gre...
society. "It has been estimate...
cent of those in mental insti...
mental illness and perhaps 30 p...
of all institutionalized har...
there for genetic reasons," s...
"More than 10 percent of...
hereditary enzyme deficiency...
which makes us particularly...
polygenic diseases. Each of...
pass on to our offspring."
Many basic decisions are...
genetic counseling, a special...
interactions between the coun...
sonality, cultural accep...
background, attitudes, beli...
systems.
The law requires the coun...
the rights of the woman invol...
implied. "Consent doctrine...
requires a counselor to expl...
various choices (contracepti...
sterilization, etc.) in terms...
important, etc.) in terms...
any other in the requirem...
the person field the genetic...
secret, as a health care pro...
of the influence is not to...
character of being con...

Is genetic counseling a boon or bane?

By Carol J. Frahm
Staff Writer

"What is it, who does it and what good is it?"

These are the prime questions dealt with by Dr. Robert Murray in his presentation "Genetic Counseling: Boon or Bane," during the "Tricentennial People" symposium.

Dr. Murray, currently director of the Medical Genetics Unit of the Howard University School of Medicine, defined genetic counseling in the terms of the American Society of Human Genetics.

"Genetic counseling is a communication process which deals with the human problems associated with the occurrence of a genetic disorder in a family. This process involves an attempt by one or more appropriately trained person to help the individual or family to: 1) comprehend the medical facts; 2) appreciate the way heredity contributes to the disorder and the risk of recurrence; 3) understand the alternatives for dealing with the risk; 4) choose the course of action which seems appropriate and to act in accordance with the decision; and 5) to make the best possible adjustment to the disorder...and or the risk of recurrence of that disorder."

One distinct aspect of genetic counseling, Dr. Murray noted, is the efforts made by the counselor not to offer advice, only information, unlike the M.D. in his role as medical advisor.

Parents of a child with birth defects, genetic or other, couples nearing the end of their reproductive years, and couples screened, where one or both carries a baneful gene are those he cited as most often seeking counseling.

He noted, "They learn things that can have a drastic, sometimes devastating effect on the course of their lives. Humane counseling requires the counselor to be supportive not only medically but also psychotherapeutically."

Dr. Murray indicated that although the



photo by nancy bares

number of counseling centers in the U.S. has increased from 10 in 1951 to 387 in 1974, the need for more expansion persists because of increased diagnosis of defective genes.

This expansion, he noted, calls for an in-

crease in the number of counselors. He emphasized, however, that the need should be filled not with Ph.D. counselors, but with those paramedical persons being newly trained.

To illustrate the point that genetic counseling is both a boon and a bane, Dr. Murray related several possible cases. The first, dealing with the Tay-Sachs Disease, a disorder which causes death usually by age four, posed the questions of whether or not to attempt to detect genetic disorders and whether to abort an affected fetus or not.

Another dealt with the more common Down's Syndrome, considering again whether or not to abort a fetus with mongolism.

In these and other cases, he cited further reasons why genetic counseling has restricted use as a means to improve the genetic quality of a species.

"Our knowledge of the composition of the gene pool is inadequate and our understanding of the meaning of the unexpectedly large amount of genetic variability that has been found is deficient. In order to have any significant impact on the frequency of what appears to be deleterious genes we would have to embark not only on massive compulsory programs of screening, but sterilization and/or abortion of persons who carry mutant genes. This would be clearly unethical, and would be inconsistent with the current ethical standards that guide medical practice," he said.

Dr. Murray questioned the future of genetics counseling for the people of 2076; debating what changes in attitude it might cause, what forms it might take and how its operation might be guided.

In concluding, he said, "I feel compelled and believe it wiser to continue to steer the course we have steered in the past to meet the needs of the family and the individual fetus or child. I would prefer to see man become extinct in the process of following principles based on love and concern for the needs of our brother and sister human beings than to insure our survival under regimented, inhuman programs in which we are programmed like so many computer punch cards."

Lawyer-geneticist explores legal issues

By Cindy Dalsing
Staff Writer

In this advanced technological age into which we have been plunged it is our duty to consider the social, ethical and political issues with which we are faced as a result of our vast explosion of knowledge. Through achieving better perspectives we will be able to come closer to rational choices involving ourselves and our society. Dr. Margery Shaw, director of the Medical Genetics Center at the University of Texas at Houston, explored these various issues in the third session of the symposium, entitled "Genetics and the Law."

Genetic diseases are more in the eyes of the public now than ever before, Dr. Shaw feels, as the infectious diseases become more controlled and less of a problem. Over 2,000 separate genetic deficiencies are now known and an average of 100 new ones are being discovered each year. These have been divided into three groups: single gene defects, chromosomal defects and the polygenic defects. Dr. Shaw stressed the polygenic defects, those caused by both genetic and environmental conditions.

These diseases have a great impact on society. "It has been estimated that 40 percent of those in mental institutions, about 25 percent of those in children's hospitals due to mental illness and perhaps 30 percent or more of all institutionalized handicapped are there for genetic reasons," said Dr. Shaw. "More than 10 percent of us carry a hereditary enzyme deficiency of some sort which makes us particularly susceptible to polygenic diseases. Each of us carries five to ten defective or lethal genes which we may pass on to our offspring."

Many basic decisions are made through genetic counseling, a special communication between the counselor and counselee. These interactions will vary according to personality, cultural and educational background, attitudes, beliefs and value systems.

The law requires the counselor to protect the rights of the woman involved through the Implied Consent Doctrine. This doctrine requires a counselor to explain the chances for recurrence of a particular disease and the various choices available to prohibit recurrence (contraceptives, abortion, sterilization, etc.) in terms the counselee can understand. These requirements seem more important in the genetic field than they do in any other field because it is usually safer for the person's health not to keep the defect a secret, as a cure is not probable, and because of the influence on other relatives who have chances of being carriers themselves.

Sometimes this requirement can be argued on other strong grounds, such as those of illegitimacy of the fetus. If the mother is a carrier but her spouse is not the chances of their having a defective child are nil. The gene from the illegitimate father is the defective one. Complete confidentiality could put strain on the marriage. But not having these facts explained could lead to unnecessary preventive methods by couples who would like to have healthy children. Couples entering counseling are usually forewarned of this problem and may then choose not to be tested or not to be told the results of the testing.

The right of privacy also prohibits informing the public of medical findings. Even close relatives need not be told. The counselor has the right to inform the spouse of the findings but discretion must be used in informing relatives. Those who may be affected by the findings, who may themselves be carriers, may be warned of the chances. The counselor must decide whether it is legally permissible—his right, or legally required—his duty, to inform others, breaking the implied law of confidentiality which holds with his counselee.

Legal rights of the fetus have been studied by the courts. As early as the 17th century in England a living being was recognized at conception as being able to inherit property, the estate being put into escrow for him until birth.

Suits have also been brought for harm to the fetus, either by accidents such as an auto wreck or alleged mistreatment by the doctor. Doctors have been charged for refusing to abort a defective fetus and causing mental and financial damage to the parents.

Whether a pregnant woman is to be considered one person or two and receive welfare benefits for only herself or for herself and her child is one of the problems most complicated by the Supreme Court decision that states could rule on their own about the timing of abortion. Congress cannot act on this; the only way any change could come about is through a constitutional amendment or a reverse of the Supreme Court's decision.

Dr. Shaw raised the question of legal restrictions on child bearing. Certainly, laws are made and enforced to control infectious diseases. Does this mean that genetic diseases should be controlled also? Consider a

comparison of the two in:

-those affected—Infectious diseases affect the present generation, genetic diseases affect future generations.

-Contagion rates—Some infectious diseases are highly contagious, others less so; the same holds for genetic diseases.

-both are subject to environmental variables.

-both are unequally distributed in populations.

-the morbidity rates and mortality rates vary from high to low with both.

-strides are being made in treatment for both types of disease.

-some of both types can be prevented entirely.

A basic legal problem met when imposing regulations is the invasion of privacy. Many argue that quarantine, compulsory birth control, compulsory abortion or compulsory sterilization infringe on this right. "But quarantine of the gonads does seem more just than quarantine of the entire person," said Dr. Shaw. "I believe we should relieve society of the threat of genetic diseases just as we control the threats of physiological diseases caused by parasites and viruses."

More knowledge of human condition gives insights to aid value decisions

By Anne Ely
Staff Writer

"Our awareness of the biological basis of our humanness is often confined to ignorance and tinged with fear. Our reluctance to educate ourselves and our children about the importance of the human condition stems from the fear that this knowledge is too disturbing and confronts us from doing nothing to change our human condition. It can also inspire a respect and appreciation of ourselves that can help us cope with the tragic sense of life which this human condition conveys to so many ideas of us."

These words and ideas opened Clarke's "Tricentennial People" symposium, as Dr. Eloff Carlson took the podium to speak on "Human Genetics and the Biological Basis of the Human Condition." Carlson, distinguished teaching professor in the division of biological sciences at the State University of New York at Stony Brook, explained the risks the fetus faces between conception and birth. About 20 percent of all pregnant women experience a spontaneous abortion, usually before the third month. Some 40 percent of aborted fetuses contain an abnormal number of chromosomes in the

nuclei of their cells. About 10 percent of all sperm or eggs will carry an abnormal chromosome number. "This is a staggering fact to contemplate," says Carlson, "when we are so used to the textbook perfection of the biological concepts and principles we learn in our elementary courses."

Carlson then brought up the possibilities of the child being born with birth defects, which may manifest themselves at birth, or later in life. He said, "Each individual must face life with a load of mutations derived from the unique shuffle and deal of genes which the reproductive process passed on to it. Some individuals have unluckier combinations of mutations than others. The average load is about eight mutations, any one of which, if it had been passed on by both parents, would have killed us....Higher genetic loads, if the child survives to maturity, often result in premature death, a need for surgery, or a weaker constitution subject to more disease and medical care."

The treatment and prevention of genetic disorders was the issue with which Carlson dealt in the remainder of his speech. He explained the technique of amniocentesis as one means of prevention. The process, which involves an analysis of the cells of the

developing fetus, is one which has raised much controversy. It can, with almost complete accuracy, reveal all gross chromosome abnormalities. "For such parents," Carlson said, "the choice is unpleasant—to request medical abortion of what they already believe to be a child or to allow it to be born and face the terror of seeing it die over the next few years."

Carlson went on, "There are many issues which amniocentesis raises which go beyond the controversy of medical abortion," said Carlson. "At first sight, the selective abortion of a child with Tay-Sachs syndrome might infer that the gene for this disorder will gradually disappear from the population. Actually, the practice of amniocentesis may increase the incidence of the defective gene."

Carlson stressed the fact that human medical genetics is still a scientific field in which much research needs yet to be done. "By the end of this century," he said, "we will know a lot more but our knowledge will still be applied to the treatment and the prevention of only a portion of all known defects. Yet it is this increasing knowledge of our human condition which will give us the insights into the technology and value decisions which we will make in our own behalf."

National leaders must not skirt issues in '76

By Fran O'Brien
Staff Writer

As Watergate fades into the past, apathy starts to creep into the present. But that was not the lesson Watergate taught us. The governmental fiasco brought to view the fragility which exists in mankind. That is, it illustrated the tenuousness of the balance between justice and injustice, good and evil, right and wrong.

So, rather than shy away from the issues of the day, the experience of Watergate should make us more concerned about the leaders of our government and their policies. We cannot hide behind the skirts of a self-contained college community. Rather, we must bare the injustices of the day and seek to resolve them.

It is easy to remain secluded in each college department and ignore the outside world. But this is deceptive. We are involved in the larger sphere.

The 1976 presidential campaign has begun. It is our responsibility to research each candidate's views and see their views and approaches to

current problems.

President Gerald Ford has indicated that he will seek election to the office. Most likely he will be challenged by Ronald Reagan. What are their views? What leadership styles do they employ? George Wallace may run. Would he be able to maintain that tenuous balance needed in the office?

On Saturday, October 25, seven of the eight Democratic presidential hopefuls spoke at the Jackson-Jefferson Day Dinner in Ames. Milton Shapp of Pennsylvania was not in attendance. Neither was Hubert Humphrey whom some people hope will enter the race. But let us take note of what the seven present had to say.

Terry Sanford of North Carolina was the first candidate to speak. He believes the Democratic Party is, "A united coalition determined to change America." He thinks it is time to "talk about what's good for the nation, not just what's good for winning." Sanford wants the United States to look beyond full employment, to fight racism, and to secure feminist rights. He added, "I

believe in the decency of America." Second on the speakers' podium was Birch Bayh of Indiana. He seeks a renewal of confidence in the government. He also hopes to revamp old programs. Bayh believes, "No one person can run the presidency." The ERA (Equal Rights Amendment) advocate talks about what he thinks the United States needs. He says, "We need a President who is not concerned that too many jobs will cause inflation but that too few jobs will cause human suffering."

Henry Jackson of Washington also backs the ERA. His key target seems to be the economy. "We have witnessed the worst mismanagement of our economy since Herbert Hoover," he exclaims. "The ones who ought to be unemployed are the President's economic advisors." On the topic of agriculture Jackson urges that a farmer be Secretary of Agriculture. He concluded by saying, "I believe this is the greatest country on earth but we can do better."

Fred Harris of Oklahoma thinks the central problem to be faced by the United States is, "Too few people have the money and power and too many people have neither." He seeks a graduated income tax instead of "graduated loopholes." Harris believes, "Too many people think of the United States as the Austria-Hungary of the twentieth century and of Kissinger as Met-ternich." He also supports stricter enforcement of the anti-trust laws.

Jim Carter of Georgia wants a "controlled Defense Department," and a reduction of "atomic weapons in all nations to zero." He hopes, "We shall never again inject military in internal affairs of other countries unless our lives are directly affected." He also voiced disapproval over the income tax system, "I'm not in favor of taking money from the poor in our country and giving it to the rich in others."

Morris Udall (Mo) urges that no bargain be made with George Wallace. He views Wallace as a candidate who will run no matter

who the Party's candidate is. The Arizona feels that the Democratic Party must remain united to win. He cautions, "Don't let them (Republicans) tell you we can have jobs or environment; we can have both." He concluded by pointing out, "We're going to make America work again."

The last speaker on the agenda was Sargent Shriver of Massachusetts. He pointed out that, like himself, seven Presidents never held elective office before entering the White House. He believes that government must be put back on the side of the people and that crime can be stopped by ending unemployment. He is also looking for medical care at reasonable prices.

This is a glimpse at some of the Presidential candidates. Because we are affected by government in our day to day encounters we should take a deeper look at these candidates and see where they stand on issues affecting us. It is only through our input and observations that government can truly be responsive to our needs.

Archbishop enthralls crowd

Dom Helder Camara, the Archbishop of Recife and Clinda in Brazil and a Nobel Peace Prize nominee in 1971, was presented the Pacem in Terris Peace and Freedom Award recently in Davenport. A Clarke group had the opportunity to attend this event. The group included Sisters Dorothy Hollahan, Alice Kirker, Catherine Leonard, and Eileen McGovern and senior sociology majors Eileen Enzler, Donna Gotto Loes, Sue Thome, and Jane Weber.

About 500 people attended the event at St. Ambrose College, where first a simple meal of soup and bread was served in honor of Dom Helder's work with the poor. From the tickets at \$5 each, a \$1000 check was given to the archbishop to help him in his work. Archbishop Camara, a slight man of 115 lbs. and 5'3", serves in Brazil's northeastern section, a vast impoverished area.

The presentation came from the Davenport Catholic Interracial Council, formed in 1957, to combat racial injustice. In 1964 the Council created the Pacem in Terris Award to honor the late Pope John XXIII and to commemorate the publication of the Encyclical, Pacem in Terris, which states the inseparable connections between freedom, equality, and peace.

Upon being presented the eleventh Pacem in Terris Award by the Catholic Interracial Council, the

archbishop, dressed in black cassock and wooden cross, responded with a speech entitled "Racism, a Cancer the World Must be Liberated From."

The 75-year-old archbishop spoke with strong conviction about justice for the exploited. While his consistent efforts toward this end have earned him international recognition as a champion of racial minorities and the poor, his voice is deliberately kept out of the Brazilian media. In addition, his life is constantly threatened. His secretary was recently shot and killed for his similar protests.

The Brazilian leader declared that with racism there can be no justice. He emphasized throughout his talk that peace can only stem from justice. For Dom Helder, equally important to social change is the commitment to non-violence.

The archbishop said that he is thrilled to see entire groups of people, such as in Davenport, assembled for the cause of justice. He exclaimed, "I am so happy to see such a large group of all races and ages and to have this meal with you—a meal of the worker, of the poor."

He called attention to the bicentennial observance proclaimed by the U.S. Catholic bishops who have announced the theme "Liberty and Justice for all." In perhaps the most impassioned plea of his talk, Dom Helder concluded, "If, as a result of

your effort, every Catholic in this country—lay, religious, priest, bishop—becomes a living example of the total overcoming of race discrimination, a decisive battle will have been won on the peaceful war against race discrimination."

As moving as his words were his expressions and his gestures. A Brazilian priest traveling with the archbishop claims that the archbishop "speaks better English with his hands."

The archbishop spoke English with a Portuguese accent and the audience had to strain to understand his words. However, his slow and deliberate speech only seemed to make him more endearing to those in attendance. Even while his address was vibrant in tone and challenging in message, Dom Helder's manner was humble and genuine.

At the conclusion of the dinner, it was evident that Dom Helder had indeed captivated his listeners for many surrounded him in hopes of greeting him. He embraced each person warmly. When asked by one if he was fatigued by his busy schedule in the United States, Dom Helder only replied, "The people are such an inspiration for me that I don't notice it."

This trip to Davenport by the archbishop was the midpoint for four days spent in the United States.

Involvement and awareness encouraged by Phoenix group

By Sally Czechanski
Staff Writer

Today in a world of changing Christians ideals and values there is still a group of students and faculty at Clarke actively involving themselves within the realm of contemporary Christianity. Phoenix, a standing committee here at Clarke, attempts to interest students in the social and Christian values of our time. Senior Rita Fitzgibbons, Phoenix chairperson, explained, "I'd like to see people becoming more involved with social issues. Through this involvement they'd become more aware of the world around them, thus broadening their perspective."

Thus far this year Phoenix has sponsored the abortion panel, "Abortion At Issue" held in late September. Feedback was strongly positive and Rita says, "The speakers offered the Clarke community new perspectives upon which to think. The audience actively participated through questions and I feel, on the whole, the audience enjoyed the presentation and felt the topics were worthwhile."



photo by mary beth ryan

The three Phoenix moderators, Sister Barbara Kutcher (Social Justice), Sister Elizabeth Ann Coffey (Counseling, Advances and Antioch weekends), Sister Harriet Holles (Liturgy Planning) and chairperson Fitzgibbons have many plans for Phoenix for just this semester alone.

The group hopes to plan an event to acquaint the Clarke community with the newly arrived Vietnamese in Dubuque. Phoenix anticipates helping the elderly settle into Ecumenical Towers, the new low-cost housing unit in Dubuque. They are also planning projects to aid Indians on Pine Ridge Reservation, possibly by providing them with blankets or selling Indian jewelry at Clarke. On December 4 they are sponsoring a discussion involving women in political positions who will be discussing issues of concern to the community. The annual Christmas Babysitting Project will be held on December 6, when Clarke students babysit for the children of Dubuque parents preparing for Christmas.

Phoenix is very concerned with the United Farm Workers issue, and they will continue keeping the Clarke community informed in helping to support Chavez's farm worker union.

Those wishing to become involved in these activities should go to the sign-up sheets in the carpeted hallway.



photo by teresa mori

'To help' is goal

By Anne Ely
Staff Writer

There are many things which are essential in good leadership—energy, organization, personality and dedication being only a few. But another important thing a good leader must have is not only a desire, but a real need to help others. Sophomore class president Margaret Corrado is not lacking in any of these things.

Margaret, whose home is Mundelein, Ill., sees her role as president as a real personal growing experience. "I've learned to become more of a listener," she says. "I hope that other kids can always feel free to come to me and share their thoughts and ideas."

Margaret has led various class events such as the welcome party for the freshmen, the making of the sophomore class float for Homecoming and the sophomore picnic. Two union parties, a Christmas party and class project and the spring formal are only a few of the upcoming class events.

Margaret views her responsibilities as things to be enjoyed. "I like doing them," she says. "It wouldn't be good if I let everyone else do the work—I want to participate. But I can't do anything at all without help from everyone else."

Margaret feels her role has helped her become more aware of what is going on around Clarke. "I see a lot more happening than I did last

year," she says. "It has opened me up so much more."

As a member of Executive Council, she doesn't feel restrained because she is new on the Clarke political scene. "It's a pretty comfortable feeling within the group. Most of the other members are new, too, so we're all learning together."

Margaret's need to help others can be plainly seen in the way she enjoys her major field of special education. She wants to teach younger children with learning disabilities, "because they are so anxious to learn. If I can teach a child the difference between red and blue when it's hard for him, then that's good." She worked with retarded girls and women over the summer, and described the rewarding feeling when one of them would smile or reach out for her hand.

Participation in Buddy Club and Project Concern are other ways in which Margaret demonstrates her need to help and her joy in doing it. For Project Concern, she visits an older couple in Dubuque once a week. "I call them my 'grandparents,'" Margaret smiled. "They have no family of their own. I just visit them and—well, just be their friend."

Through her help with others and the enthusiasm with which she takes her job as sophomore class president, Margaret Corrado has unconsciously shown that is exactly what she is — a friend.

Freshman
By Carol J. Frank
Staff Writer

The two permanent freshmen class officers, Mary Jo Johnson and Teresa McCabe, were recently elected to represent the freshmen class in the Student Union. Mary Jo Johnson is a member of the Student Union and the Student Union's Executive Committee. Teresa McCabe is a member of the Student Union and the Student Union's Executive Committee. They will serve on the Student Union's Executive Committee for the next year.

The freshmen class is the most diverse group in the school. It includes students from all over the world, including Vietnam, Laos, Cambodia, and Thailand. The freshmen class is also the most diverse in terms of religion, with students from many different faiths represented.

The freshmen class is also the most diverse in terms of background. Many of the students are first-generation Americans, and they bring with them a wealth of cultural knowledge and experience. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of ability. There are students who are academically gifted, and there are students who are struggling. The freshmen class is a true cross-section of the school, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of interests. There are students who are interested in sports, and there are students who are interested in the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of personality. There are students who are outgoing and confident, and there are students who are shy and reserved. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of goals. There are students who want to become doctors, and there are students who want to become teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read, and there are students who like to play sports. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dislikes. There are students who dislike school, and there are students who dislike their teachers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of dreams. There are students who dream of becoming astronauts, and there are students who dream of becoming artists. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hopes. There are students who hope to become scientists, and there are students who hope to become writers. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of fears. There are students who are afraid of heights, and there are students who are afraid of the dark. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of loves. There are students who love sports, and there are students who love the arts. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of hates. There are students who hate math, and there are students who hate English. The freshmen class is a true melting pot, and it is one of the most exciting and diverse groups in the school.

The freshmen class is also the most diverse in terms of likes. There are students who like to read,